DOCUMENT RESUME

ED 079 232 SP 006 611

TITLE	A Reading and Study Skills Institute for Junior College Teachers. Director's Report.
INSTITUTION	Kentucky Univ., Lexington. Coll. of Education.
PUB DATE	[71]
NOTE	57p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Colleges; *Junior Colleges; Methods Courses; Program Evaluation; *Reading Programs; Study Skills; *Teacher Education; *Teacher Programs

ABSTRACT

This document is a director's evaluation report for a teacher education project at the University of Kentucky. Among the program objectives listed are the following: a) to provide an understanding of the historical background of the junior college and of the major characteristics of the community college (including purposes of the private junior college, its philosophy and objectives); b) to stimulate concern for and understanding of the culturally deprived junior college student; c) to teach techniques for the diagnosis of reading and study skills problems; and d) to increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students. The report includes an evaluation of the program's strengths and weaknesses. Included as appendixes are syllabi, brochures, form letters, and scales for various evaluations. (JA)

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University of Kentucky
July 22, 1971

ED 079232

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DIRECTOR'S EVALUATION REPORT

FOR

GRANT NUMBER 41-NIH-58-4223

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I. Basic Information

A. University of Kentucky, Lexington, Kentucky 40506

B. A Reading and Study Skills Institute for Junior College Teachers (41-NIH-58-4223)

C. Dr. Earl F. Rankin, Director
Department of Curriculum and Instruction, Phone (606) 257-2895

Dr. Collins W. Burnett, Assistant Director
Department of Higher and Adult Education, Phone (606) 258-2626

D. May 31 to June 25, 1971

II. Program Focus

A. General program objectives

1. To provide an understanding of the historical background of the junior college, including the socio-economic factors that contributed to the development of the first public junior college at Joliet, Illinois, in 1902, and later the community college movement.

2. To enable participants to understand the major characteristics of the community college, the purposes of the private junior college and the implications for philosophy, objectives, and program and evaluation.

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3. To stimulate concern for and understanding of the culturally deprived junior college student.
4. To provide organizational and technical "know-how" for establishing and maintaining a reading and study skills laboratory.
5. To teach techniques for the diagnosis of reading and study skills problems.
6. To provide a basic foundation in the psychology of learning as applied to teaching reading and study skills.
7. To increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students.

An urgent need exists to provide remedial assistance to students with reading and study skills deficiencies in community and junior colleges in the Commonwealth of Kentucky. Many of these institutions are located in culturally deprived areas of Appalachia. They maintain an open admissions policy despite the below average reading skills of their entering freshmen. Most of these institutions either do not have reading and study skills laboratories or attempt to staff their laboratory with instructors who are not specifically trained for this work.

The major emphasis of the training was in terms of the following ranked according to their significance in relationship to specific program objectives.

B. Specific program objectives

1. Knowledge of the junior college

a. Present status in higher education

b. Historical backgrounds

c. Philosophy and concepts

d. Characteristics of the junior college student

e. Junior college faculty

f. The curriculum

g. Instructional gestalt

h. Articulation

i. Organization and administration

2. Knowledge of materials

a. Knowledge of materials for developing any and all of the reading and study skills mentioned below.

b. Diagnosis and evaluation

(1) Knowledge of group intelligence tests

(2) Knowledge of individual intelligence tests

(3) Knowledge of reading survey tests

(4) Knowledge of diagnostic tests

3. Skills

a. Reading skills

(1) Word attack

(2) Vocabulary

(3) Literal comprehension

(4) Interpretation

(5) Rate

(a) Skimming

(b) Scanning

(6) Comprehension

(a) Main ideas

(b) Recall details

(7) Critical evaluation

b. Study skills and reading in content areas

(1) Surveying

(2) Reading for specific purposes

(3) Organizing information

(4) Summarizing

(5) Improving retention

(6) Improving concentration

(7) Ways of studying

(a) Social studies

(b) English literature

(c) Math

(d) Sciences

c. Diagnosis and evaluation

(1) Survey level diagnosis

(2) Specific level diagnosis

(3) Use of test norms

(4) Statistical methods for measuring gain

(5) Formulation and use of behavioral objectives

(6) Utilization of criteria reference items

(7) Interpretation of reliability coefficient

(8) Interpretation of validity coefficient

(9) Estimation of reading potential

III. Program Operation

A. Participants

The initial applicant response was disappointing in terms of extent of interest, particularly within Kentucky. Originally we thought that nearly all of the 27 participants would come from Kentucky, but we found it necessary to include applicants from other states. We accepted 24, but after the Institute began there were two cancellations from Mississippi, leaving us with 22 qualified participants.

In terms of participant qualifications, we were well satisfied. Interest, favorable attitude, hard work, and desire to improve reading and study skills teaching and laboratory facilities at home institutions were at a high level.

If we were to repeat this kind of institute another time, we would start considering applicants immediately who were qualified from other states.

1. In terms of selection criteria, we required strong recommendations from the president or director of the junior college. We asked the recommending official to state whether or not the applicant was involved in reading and study skills work or whether

he would be during the 1971-72 academic year. We preferred those applicants who had the Master's degree but not the doctorate and who indicated on the application a strong, definite reason for wanting to participate in the Institute. We did not utilize test scores, academic attainment, age, interview, race, sex, or geographic limitations (except as noted earlier).

Another time we would open selection at the beginning to qualified teachers in any state. Perhaps we were lucky but our group met all of our expectations.

2. There were 22 participants and two full time instructors for a ratio of eleven to one.

B. Staff

This was a team teaching arrangement for Dr. Burnett and Dr. Rarkin, representing Higher Education and Curriculum and Instruction. Each has a background in psychology and combined experience and research in reading and study skills and the junior college. Part of the success of the Institute was due to the fact that we had a strong personal relationship and a respect for each other. Participants commented that this friendly relationship was projected and helped create a positive learning climate.

Due to the nature of the Institute, cooperation, adjustment, and support were necessary from Dean Denemark, College of Education, University of Kentucky, the chairmen of the two departments (Higher and Adult Education and Curriculum and Instruction), Dr. Roscoe Kelley, Director of Somerset Community College and his administrative

staff. Although there was a problem of distance from the University campus (Somerset is 80 miles south of Lexington), the fact that the Institute was conducted in a community college was a strong asset. One evidence of this is that in our supervised teaching practicum each participant was able to work with a community college student in the reading skills laboratory. The student not only received an hourly rate but also benefitted from the instruction.

There were two categories of consultants who were invited to contribute to the Institute program; both groups were excellent. First, we invited selected consultants who had special expertise in reading or study skill teaching, research, or development. In this category were Dr. Dale Brethower, University of Michigan; Dr. Alton Raygor, University of Minnesota; Mrs. Hyla Cartwright, Kentucky State College; Mrs. Betsy Overholser, Tarrant County Junior College, Fort Worth, Texas; and Mrs. Margaret Wares, Nashville State Technical Institute, Nashville, Tennessee. In the second category were subject matter specialists from the University of Kentucky who discussed study techniques from the standpoint of their disciplines, e.g., Dr. Michael Adelstein, Department of English, and Mr. Carlton Williams, Graduate Fellow, Department of History. Dr. Kenneth Wright, School of Music, played tape recordings and discussed folk music of people living in the Appalachian Mountains.

C. Activities

The total evaluation input indicates that the objectives were met rather successfully. (The pre and post-test evaluation scales which

present evidence in this regard are in the Appendix and will be referred to in III D.) The participants were very positive about the success of the Institute. For the most part, both instructors were pleased. Miss Harriet Bramble, Education Program Specialist, Division of College Support, U.S. Office of Education, who made a site visit on June 17 was positive in her assessment.

A variety of activities which were carefully planned contributed to the success of the program. Some were more effective than others. Included in activities were classroom teaching, independent study, seminar, laboratory procedures, supervised practicum, consultants, two rap sessions with students, field trip, examination and use of a large resource of textbooks, laboratory manuals, tests, sets of basic skills materials, and cassettes, dealing with reading and study skills.

Probably the classroom teaching was the most effective. The effective use of consultants was also a strength. Perhaps the practicum could have been structured better, but on the whole it was effective. More effective use could have been made of the seminar time. On some days, this time was used by a consultant which extended the morning session into the lunch period. Perhaps the participants needed more time to interact with the instructors and each other in direct but informal discussions.

Both rap sessions with students at Somerset Community College were very worthwhile in terms of participant response. In the first session, June 9, four students focused on reasons for selecting a

community college, whether or not it met their expectations, degree of academic success, and future plans. The second session held with four students on June 11 dealt with their statements of how they read and studied textbooks, organized for examinations, scheduled their study time, and participated in class discussions.

1. Among the new techniques, materials, or equipment used were micro teaching presentations in which participants were paired so that each could teach the other a concept or procedure and benefit from the other's criticism; utilization of teacher aides; the application of behavioral modification techniques; the use of the new Westinghouse set of cassettes to teach phonics, spelling, and word analysis; and a presentation to explain the use of the computer in planning an individualized remedial program each two weeks for each student in the laboratory.
2. The beginning and ending dates of the institute seemed to be all right. Some who said they could not attend mentioned the dates as one point, but usually there were other considerations, also. The Institute was long enough to enable us to relate to the learners and accomplish the objectives. A longer period might have caused the program to "drag." A shorter period than four weeks would have been a handicap in accomplishing our objectives.
3. On the whole this distribution of staff and participant time was satisfactory. As we indicated earlier, perhpas the seminar time should have been used more often for guided interaction and discussion.

4. Most of the planning was completed before the Institute began which was necessary in order to know what materials to purchase and which consultants to invite and when to relate them most effectively to the schedule. However, on the basis of information which the participants provided on the Personal Data Sheets the first day, we did try to emphasize and give special attention to particular requests and needs. We made ourselves available on several days of each week following formal class periods to discuss specific topics, e. g., plans for graduate work, writing proposals for grants, career plans, requests for the instructors to visit the various junior colleges this summer and fall to reinforce developmental programs in reading and study skills.

D. Evaluation

First, we used three pre and post test scales for evaluating (a) knowledge and understanding about the junior college, (b) knowledge of materials, and (c) evaluating techniques. Copies are enclosed, showing the two sets of means in the Appendix. All three indicate substantial gains from the beginning to the end of the Institute. Since most of the participants had little formal training in reading skills and study skills, strong, positive gains would be expected. Since only two of the group had studied the two-year institution and knew very little about historical development, philosophy, program, student and faculty characteristics, very substantial gains were anticipated on this scale.

Second, we devised a scale, Evaluation of General Purposes, which the group completed at the end of the Institute. We wanted their appraisal of objectives, strengths, and weaknesses. The general outcome was strongly positive. (See Appendix.)

Third, we used the Participant Evaluation scale prepared by the U.S. Office of Education which showed a high degree of consistency or reliability with the other evaluation forms. (See Appendix B for these 22 evaluation forms.)

Definite plans have been made for follow-up visits to all of the junior colleges in Kentucky represented in the Institute and perhaps to Vincennes Community College, Vincennes, Indiana.

Near the conclusion of the Institute, we asked the participants to indicate whether or not they wanted us to visit their institutions, specific needs, and approximate dates. All but one institution in another state requested one or more visits. Dr. Peo in the U.S. Office of Education and the University have approved Dr. Rankin and I for these trips. Our first trip was July 22, 1971, to Lees Junior College at Jackson, Kentucky, to help write a proposal to develop a total program, including remediation, for working with disadvantaged mountain students. We have also scheduled trips to Ashland Community College, Ashland, Kentucky; St. Catharine's Junior College, St. Catharine, Kentucky; and Southeast Community College, Cumberland, Kentucky. We plan to make all of these trips during the 1971-72 academic year.

Since these consulting visits will be additional input for evaluation, we will make a supplementary report next year.

No significant problems were encountered in developing administrative arrangements within Part E guidelines.

IV. Conclusions

In terms of impact, both Dr. Rankin and I gained insight and understanding of the philosophy, role and functions, and professional program efforts of the community college and independent junior college. We think both of us as a result of this experience can relate more effectively than before to junior college faculty.

Both of us plan to make revisions in our teaching programs as a result of this experience, for example, the syllabus for College and Adult Reading will be revised. The course, College Teaching and Learning, will be revised to include a unit on study skills.

Also, we hope to develop a degree program for the preparation of reading and study skills specialists for junior college programs.

Another important outcome was the fact that nearly all of the institutions represented in the Institute requested visits to help implement plans for effective study skills and reading skills laboratories or development of such facilities.

As for major weaknesses, we can mention the following:

1. Included too much content which did not permit sufficient interaction.
2. Did not do enough detailed planning for the practicum.

As for major strengths, we can mention:

1. The training and experience of both instructors enabled them to develop an integrated program with a variety of relevant learning experiences for the participants.
2. The careful selection of consultants not only implemented the objectives but added a dimension of innovations and ideas which are not yet in the literature.
3. The compatibility of the instructors added a psychological dimension which is necessary for a team teaching approach.

APPENDIX A

1. Scale for Evaluating Knowledge and Understanding About the Junior College
2. Scale for Evaluating Knowledge of Materials
3. Scale for Evaluating Techniques
4. Evaluation of General Purposes
5. Participants
6. Syllabus
7. Brochure
8. Form Letters
9. News story, June 1, 1971, "The Commonwealth-Journal"
10. News story and picture, June 2, 1971, "The Commonwealth-Journal"
11. Personal Data Sheet
12. Reading and Study Skills, Materials, Sources, and Prices
13. Certificate Statement

APPENDIX B

Participant Evaluation Forms (U.S. Office of Education)

SCALE FOR EVALUATING KNOWLEDGE AND UNDERSTANDING
ABOUT THE JUNIOR COLLEGE

Reading and Study Skills Institute
June 1-25, 1971

This evaluation instrument is designed to measure your knowledge of the junior college. This test will be administered now and at the end of the institute. The results will not only help you to measure your learning but will help indicate the overall effectiveness of the institute.

Please respond by circling the appropriate number on the 1 to 5 scale (1 = no knowledge of; 5 = completely familiar with) as you perceive yourself in terms of knowledge of the junior college in the area of:

	Pre-test Mean	Post-test Mean
its present status in higher education	2.86	4.63
its historical backgrounds	2.05	4.32
its philosophy and concepts	3.10	4.56
characteristics of the junior college student	3.19	4.58
junior college faculty	2.71	4.42
the curriculum	2.81	4.21
instructional gestalt	1.62	3.89
articulation	2.33	4.42
organization and administration	2.10	4.32

SCALE FOR EVALUATING KNOWLEDGE OF MATERIALS

Reading and Study Skills Institute
June 1-25, 1971

This evaluation instrument is designed to measure your knowledge of the materials available in the area of reading and study skills. This test will be administered now and at the end of the institute. The results will not only help you to measure your learning but will help indicate the overall effectiveness of the institute.

Please respond, by circling the appropriate number, on the 1 to 5 scale (1 = no knowledge of; 5 = completely familiar with) as you perceive yourself in terms of knowledge of materials related to:

	Pre-test Mean	Post-test Mean
word attack	1.55	4.26
vocabulary	2.00	4.58
literal comprehension	1.86	4.32
interpretation	1.79	4.21
rate of skimming	1.64	4.58
rate of scanning	1.68	4.47
comprehension of main ideas	1.95	4.58
ability to recall details	1.68	4.16
critical evaluation	1.64	3.95
surveying	1.68	4.47
reading for specific purposes	1.82	4.53
organizing information	1.60	4.32
summarizing	1.73	4.26
improving retention	1.50	4.21
improving concentration	1.55	4.26
ways of studying social studies	1.45	4.00
ways of studying English literature	1.68	4.16

SCALE FOR EVALUATING KNOWLEDGE OF MATERIALS

	Pre-test Mean	Post-test Mean
ways of studying math	1.00	3.11
ways of studying sciences	1.09	3.21
group intelligence tests	1.64	4.58
individual intelligence tests	1.59	4.53
reading survey tests	1.64	4.74
diagnostic tests	1.68	4.63

SCALE FOR EVALUATING TECHNIQUES

Reading and Study Skills Institute
June 1-25, 1971

This evaluation instrument is designed to measure your confidence in your ability to effectively teach reading and study skills. This test will be administered now and at the end of the institute. The results will not only help you to measure your learning but will help indicate the overall effectiveness of the institute.

Please respond, by circling the appropriate number, on the 1 to 5 scale (1 = no knowledge of; 5 = competent to teach) as you perceive yourself in terms of techniques for developing:

	Pre-test Mean	Post-test Mean
word attack	1.95	3.89
vocabulary	2.77	4.37
literal comprehension	2.85	4.16
interpretation	2.91	4.00
rate of skimming	1.95	3.89
rate of scanning	1.86	3.79
comprehension of main ideas	3.05	4.32
ability to recall details	2.45	3.89
critical evaluation	2.45	4.05
surveying	2.43	4.74
reading for specific purposes	2.55	4.17
organizing information	2.86	4.26
summarizing	2.95	4.16
improving retention	1.95	3.95
improving concentration	2.15	4.16
ways of studying social studies	2.00	4.11
ways of studying English literature	2.38	4.00

SCALE FOR EVALUATING TECHNIQUES	Pre-test Mean	Post-test Mean
ways of studying math	1.00	2.89
ways of studying sciences	1.32	3.21
survey level diagnosis	1.64	4.32
specific level diagnosis	1.55	4.16
use of test norms	1.77	4.00
statistical methods for measuring gain	1.64	3.42
formulation and use of behavioral objectives	1.86	4.42
utilization of criteria reference items	1.68	3.89
interpretation of reliability coefficients	1.27	3.26
interpretation of validity coefficients	1.27	3.26
estimation of reading potential	1.82	4.11
appreciation development	2.32	4.16

EVALUATION OF GENERAL PURPOSES

Reading and Study Skills Institute
June 1-25, 1971

1. From your perception, what were the major objectives of this institute?

2. In what specific ways has the institute been effective in meeting these objectives?

3. In what specific ways hasn't the institute been effective in meeting these objectives?

4. How would you improve an institute of this type in terms of:
   a. Objectives

   b. Structure, i.e., courses, consultants, films, labs, scheduling

   c. Arrangements, i.e., time, housing, meals

   d. Information, i.e., bulletin, publicity

5. Should this type of institute be offered again?

PARTICIPANTS

READING and STUDY SKILLS INSTITUTE

Ben H. Averitt
R. R. #5
Lexington, Ky. 40502
Lexington Technical Institute

Mrs. Shirley Barnes
51 Meadowbrook
Winchester, Ky. 40391
Southeastern Christian College

Miss Jewel Brown
London, Kentucky 40741
Sue Bennett College

Mrs. Marie J. Dillon
c/o CEAP
Utica, Mississippi 39175
Utica Junior College

Mrs. Helen Flatt
203 Wall
Columbia, Ky. 42728
Lindsey Wilson College

Mrs. Helen Gregory
Summit, Mississippi 39666
Southwest Miss. Jr. College

Robert Hall
Box 82
Pippa Passes, Ky. 41844
Alice Lloyd College

Charles V. Hansel
1101 Main St.
Jackson, Ky. 41339
Lees Jr. College

James Hillman
P. O. Box 525
Cumberland, Ky. 40823
Southeast Community College

Mrs. Lucille Hillman
P. O. Box 525
Cumberland, Ky. 40823
Southeast Community College

Mrs. Mary Hollingsworth
Tuscaloosa, Alabama 35401
Stillman College

Henry Hughes
2826 Adams Ave.
Ashland, Ky. 41101
Ashland Community College

Mrs. Betty Z. Kalos
Trimble Branch
Prestonsburg, Kentucky 41653
Prestonsburg Community College

Mrs. Joyce Kinnison
1040A College Ave.
Jackson, Ky. 41339
Lees Jr. College

Larry Lehman
210 "B" St. S.E.
Linton, Indiana 47441
Vincennes University

Mrs. Joyce Marshall
719 1/2 Seventh St.
Antigo, Wisonsin 54409
Langlade County Teachers College

Miss Martha Newman
839 N. Green St.
Henderson, Kentucky 42420
Henderson Comm. College

Mrs. Jacqueline Trosper
103 Willow Dr.
Somerset, Ky. 42501
Somerset Comm. College

Mrs. Edna VanBever
702 W. Columbia St.
Somerset, Ky. 42501
Somerset Voc. School

Mrs. Edith Walker
111 E. Fortune Street
Columbia, Ky. 42728
Lindsey Wilson Jr. Col.

Miss Dorothy Watson
London, Kentucky 40741
Sue Bennett College

Sister Verona Weidig
St. Catharine, Ky. 40061
St. Catharine College

Mrs. Betty Williams
4825 Richardson Rd.
Ashland, Ky. 41101
Ashland Comm. College

Miss Jeanne Wintringham
London, Kentucky 40741
Sue Bennett College

READING and STUDY SKILLS

INSTITUTE for JUNIOR COLLEGE FACULTY

May 31 - June 25, 1971

THE UNIVERSITY of KENTUCKY

HOST INSTITUTION - SOMERSET COMMUNITY COLLEGE

SOMERSET, KENTUCKY

Director and Instructor: Dr. Earl F. Rankin, Jr., Professor
Dept. of Curriculum & Instruction

Assistant Director and Instructor: Dr. Collins W. Burnett, Professor
Dept. of Higher and Adult Education

Sponsored by a grant from the U. S. Office of Education, Department of Health, Education, and Welfare, under Title V-E, Education Professions Development Act, P. L. 90-35

READING and STUDY SKILLS INSTITUTE

May 31 - June 25, 1971

SEQUENCE

First Week (June 1 - 4)
Orientation and Theories of Instruction

Second Week (June 7 - 11)
Materials and Techniques

Third Week (June 14 - 18)
Laboratory Participation

Fourth Week (June 21 - 25)
Practicum

SCHEDULE

First two weeks - Room M-13 Meece Hall

9:00 - 10:00 The Junior College - Instuctor: Burnett
10:00 - 11:00 Diagnosis and Evaluation - Instructor: Rankin
11:00 - 12:00 Independent Study
1:00 - 2:00 Laboratory Procedures - Instructors: Rankin & Burnett
2:00 - 3:00 Seminar - Instructors: Burnett & Rankin

Third week

	Section A	Section B
9:00 - 10:00	M-13	Reading Laboratory
10:00 - 11:00	Reading Laboratory	M-13
11:00 - 12:00	Independent Study	
1:00 - 3:00	Seminar in Room M-13	

Fourth week

9:00 - 11:00 Planning Sessions
11:00 - 12:00 Independent Study
1:00 - 3:00 Tutorial Work

OBJECTIVES

The Institute is designed to (a) upgrade the quality of instruction offered in previously established laboratories on the community and junior college level, and (b) to facilitate the establishment of reading and study skills laboratories. The objectives to attain these goals are as follows:

1. To provide an understanding of the historical background of the junior college, including the socio-economic factors that contributed to the development of the first public junior college at Joliet, Illinois, in 1902, and later the community college movement.
2. To enable participants to understand the major characteristics of the community college, the purposes of the private junior college and the implications for philosophy, objectives, and program and evaluation.
3. To stimulate concern for and understanding of the culturally deprived junior college student.
4. To provide organizational and technical "know-how" for establishing and maintaining a reading and study skills laboratory.
5. To teach techniques for the diagnosis of reading and study skills problems.
6. To provide a basic foundation in the psychology of learning as applied to teaching reading and study skills.

7. To increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students.

With these objectives in mind specific behavioral objectives in the areas of reading skills, study skills, and the junior college can be delineated as:

1. Techniques for developing:

   A. Reading skills.

      1. Word attack
      2. Vocabulary
      3. Literal comprehension
      4. Interpretation
      5. Rate
         a. Skimming
         b. Scanning
      6. Comprehension
         a. Main ideas
         b. Recall details
      7. Critical evaluation

   B. Study skills and reading in content areas.

      1. Surveying
      2. Reading for specific purposes
      3. Organizing information
      4. Summarizing
      5. Improving retention
      6. Improving concentration
      7. Ways of studying
         a. Social studies
         b. English literature
         c. Math
         d. Sciences

   C. Diagnosis and evaluation.

      1. Survey level diagnosis
      2. Specific level diagnosis
      3. Use of test norms
      4. Statistical methods for measuring gain

5. Formulation and use of behavioral objectives
6. Utilization of criteria reference items
7. Interpretation of reliability coefficient
8. Interpretation of validity coefficient
9. Estimation of reading potential

D. Appreciation development.

II. Knowledge of materials

A. Knowledge of materials for developing any and all of the previous mentioned reading and study skills.

B. Diagnosis and evaluation.

1. Knowledge of group intelligence tests
2. Knowledge of individual intelligence tests
3. Knowledge of reading survey tests
4. Knowledge of diagnostic tests

III. Knowledge of the junior college.

1. Present status in higher education
2. Historical backgrounds
3. Philosophy and concepts
4. Characteristics of the junior college student
5. Junior college faculty
6. The curriculum
7. Instructional gestalt
8. Articulation
9. Organization and administration

THE JUNIOR COLLEGE

(June 1-11, 9-10 a.m.)

June 1 (Tuesday)

Present status of the junior college in American higher education

June 2 (Wednesday)

Historical backgrounds

June 3 (Thursday)

Philosophy and concepts

June 4 (Friday)

Characteristics of the junior college student

June 7 (Monday)

Junior college faculty

June 8 (Tuesday)

The curriculum

June 9 (Wednesday)

Instructional gestalt

June 10 (Thursday

Articulation

June 11 (Friday)

Organization and Administration

DIAGNOSIS and EVALUATION

(June 1-11, 10-11 a.m.)

June 1 (Tuesday)

Orientation

June 2 (Wednesday)

Diagnosis - Survey Level

June 3 (Thursday)

Diagnosis - Specific Level

June 4 (Friday)

Diagnosis - Intensive Level

June 7 (Monday)

Testing - Reliability and validity

June 8 (Tuesday)

Testing - Norms and Criterion Reference Items

June 9 (Wednesday)

Gain Measurements

June 10 (Thursday)

Cloze Testing

June 11 (Friday)

Readability

INDEPENDENT STUDY

(June 1-11, 11-12 a.m.)

June 1 (Tuesday)

Coffee Hour

June 2 (Wednesday)

Observation - Reading Laboratory

June 3 (Thursday)

Tests

June 4 (Friday)

Tests

June 7 (Monday)

Study Skills Materials

June 8 (Tuesday)

Study Skills Materials

June 9 (Wednesday)

Miscellaneous Activities

June 10 (Thursday)

Vocabulary Materials

June 11 (Friday)

Comprehension Materials

LABORATORY PROCEDURES

(June 1-11, 1-2 p.m.)

June 1 (Tuesday)

Orientation

June 2 (Wednesday)

The Developmental Reading Center
Organizational Administration

June 3 (Thursday)

Reading Rate and Flexibility

June 4 (Friday)

Behavioral Objectives

June 7 (Monday)

Study Skills and Reading in the Content Areas

June 8 (Tuesday)

Study Skills - continued

June 9 (Wednesday)

Word Attack Skills

June 10 (Thursday)

Vocabulary

June 11 (Friday)

Comprehension

SEMINAR

(June 1-11, 2-3 p.m.)

June 1 (Tuesday)

Orientation - Behavioral Modification

June 2 (Wednesday)

Two - Skinner Films

June 3 (Thursday)

Two - Skinner Films

June 4 (Friday)

One - Behavioral Modification Film

June 7 (Monday)

Discussion

June 8 (Tuesday)

Discussion

June 9 (Wednesday)

Rap Sessions with Students

June 10 (Thursday)

Discussion

June 11 (Friday)

Rap Session with Students

LABORATORY PARTICIPATION

(June 14-18)

	A	B
9-10 a.m.	M-13	Reading Laboratory
10-11 a.m.	Reading Laboratory	M-13
11-12 a.m.	Independent Study	
1-3 p.m.	Seminar Consultants Publishers' Representatives	

INDEPENDENT STUDY

(June 14-25, 11-12 a.m.)

June 14 (Monday)

SRA Representative

June 15 (Tuesday)

Field Trip

June 16 (Wednesday)

Central School Supply

June 17 (Thursday)

Miscellaneous Activities

June 18 (Friday)

Consultant - Dr. Kenneth Wright, University of Kentucky

June 21 (Monday)

Consultant - Mr. Carlton Williams, University of Kentucky

June 22 (Tuesday)

Miscellaneous Activities

June 23 (Wednesday)

Consultant - Dr. Michael Adelstein, University of Kentucky

June 24 (Thursday)

Miscellaneous Activities

June 25 (Friday)

Miscellaneous Activities

SEMINAR

(June 14-18, 1-3 p.m.)

June 14 (Monday)

Consultant - Dr. Dale Brethower, The University of Michigan

June 15 (Tuesday) (10-12 a.m.)

Field Trip to Kentucky State College

June 16 (Wednesday)

Consultant - Dr. Alton Raygor, University of Minnesota

June 17 (Thursday)

Consultant - Mrs. Margaret Wares, Nashville State Technical Institute

June 18 (Friday)

Consultant - Mrs. Betsy Overholser, Tarrant County Junior College, Fort Worth, Texas

PRACTICUM

(June 21-25)

9-11 a.m. **Planning Session**

Each participant will plan changes in the reading and study skills program at his college.

1-3 p.m. **Tutorial Experience (10 hours)**

Each participant works individually with one college student for 10 hours.

A READING AND STUDY SKILLS INSTITUTE FOR JUNIOR COLLEGE TEACHERS

College of Education, University of Kentucky
Lexington, Kentucky

DATES

May 31 - June 25

PLACE

Somerset Community College (host institution), Somerset, Kentucky.

This institute has been made possible by a grant from the U. S. Office of Education, EPDA Act of 1967 (P.L. 90-35).

PURPOSES OF INSTITUTE

Participants will be provided practical assistance in organizing and conducting reading and study skills laboratories in their respective institutions. Another purpose is to help participants improve the quality of instruction in such laboratory programs. A third purpose is to help participants understand the role and special functions of the junior college.

ELIGIBLE PARTICIPANTS

Priority will be given to those junior college faculty in Kentucky private junior and community colleges who are beginning to work in reading and study skills programs or who may be assigned such responsibilities and who have had little or no formal preparation for such programs.

APPLICATION TO INSTITUTE

April 15, 1971, is the deadline for returning completed the two sets of application forms to Dr. Earl F. Rankin, 317 Dickey Hall, College of Education, University of Kentucky, Lexington, Kentucky 40506, telephone 606-257-2895.

Application forms (two sets per person) are available in the office of the president or director of your institution; one application is for admission to the institute and the other is for the stipend. Each applicant must be recommended by letter by the chief administrative official in his college. The letter must be sent directly to Dr. Rankin from the president or director.

Final decisions will be made about the selected 27 participants by May 1 by a committee composed of:

Dr. Stanley Wall, Vice President of the University of Kentucky Community College System

President Albert N. Cox, Midway Junior College

Dr. Earl F. Rankin

Dr. Collins W. Burnett

In selecting individuals for participation and otherwise in the administration of this program, the University of Kentucky will not discriminate on the ground of the race, creed, color, or national origin of any applicant or participant.

STIPENDS

Each participant who is selected for the institute will receive $75 per week for the four weeks (May 31-June 25) plus a dependency allowance of $15 per week up to a maximum of two dependents or $30 per week. There is no reimbursement for travel.

HOUSING

Special rates have been arranged at two of the motels in Somerset. The Planet Court Motel, Highway 90, Burnside, Kentucky 42519, telephone 561-9486, and the Seven Gables Motel, Main Street, Burnside, Kentucky 42519, telephone 561-4126, are offering special rates to participants.

Each participant after he has been notified of his acceptance in the institute should make his own living arrangements directly with the motel. Anyone who lives close enough to commute daily to Somerset need not plan to stay in Somerset.

The Planet Court Motel has agreed to hold nine double rooms with an efficiency kitchen in each at $10 per day for each room.

The Seven Gables Motel has agreed to hold 12 rooms (four singles at $7 per day and eight doubles at $10 for two people, $12 for three, and $13 for four people). Also, there is one large corner room with three beds for $14 per day. Swimming pool and restaurant are available.

INSTITUTE PROGRAM (May 31-June 25)

First week	Orientation and Theories of Instruction and Learning
Second week	Materials and Techniques
Third week	Laboratory Participation
Fourth week	Practicum

STAFF

Dr. Earl F. Rankin, Professor of Education, College of Education, University of Kentucky, Director and Instructor. Dr. Rankin, Ph.D., Education, University of Michigan, has taught at Woodmere High School, Woodmere, Long Island; Louisiana State University; Olivet College, Olivet, Michigan; University of Michigan; University of Kansas City; and Texas Christian University. He has been Professor of Education and Coordinator of Reading Studies at the University of Kentucky since 1968. His specialty is research in reading. He has published more than 30 research papers dealing with educational psychology and reading.

Dr. Collins W. Burnett, Professor of Higher Education, College of Education, University of Kentucky, Assistant Director and Instructor. Dr. Burnett, Ph.D., Psychology, Ohio State University, has taught at Ball State University; Fresno State College, Fresno, California; and Ohio State. He has been Chairman and Professor of Higher and Adult Education at the University of Kentucky since 1968. He is a generalist in the study of Higher Education with a special interest in study skills and the junior college.

These members of the senior staff will be assisted by several out-of-state consultants who are specialists in reading skills and study skills and by subject matter specialists from the University of Kentucky.

A special feature of the institute will be the use of the reading and study skills laboratory as a supervised practicum. Each participant will work with one or more college students in the laboratory.

Weekend recreation facilities, fishing, boating, and swimming, are available at nearby Lake Cumberland.

CREDIT

There is no formal course credit for this institute.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE: 606
TEL.: 258-9000
EXTENSION: 2771

MEMORANDUM

TO: Applicants for Reading and Study Skills Institute for Junior College Teachers at Somerset Community College

FROM: Earl F. Rankin, Director

RE: Changing of Statement Regarding Dependancy Allowance in Brochure

DATE: April 14, 1971

In our brochure announcing the Institute, it was stated that a dependancy allowance of $15 per week would be granted "up to a maximum of two dependents or $30 per week." We are now informed that there is no limit on the number of dependents provided that each dependent is permitted as an exemption under Federal income tax regulations and that the income of the spouse is less than $600 per year.

EFR:sv

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
DEPARTMENT OF HIGHER AND ADULT EDUCATION

AREA CODE: 606
TELEPHONE: 258-9000
EXTENSION: 2771

April 13, 1971

Dear

Recently we received your letter of inquiry concerning the Reading and Study Skills Institute for Junior College Teachers to be held at Somerset Community College in June under the auspices of the University of Kentucky. As you may remember, our original intent was to limit applicants to Kentucky junior college personnel. However, the number of applicants from this area has been insufficient to fill our quota. Therefore, we are now considering alternate applicants who are teaching in junior colleges outside of Kentucky.

If you are still interested in attending this Institute, please read the enclosed brochures carefully and return the application forms to me by May 1. Also, please ask the president of your junior college to send us a letter of recommendation. You will be notified of the decision on your application in the near future.

Thank you for your interest in the Institute.

Very truly yours,

Dr. Earl Rankin,
Program Director
Reading and Study Skills
Institute

ER/dr

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
DEPARTMENT OF HIGHER AND ADULT EDUCATION

AREA CODE 606
TELEPHONE 258-9000
EXTENSION 2771

May 10, 1971

We are pleased to inform you that you have been selected as one of the 27 participants in the reading and study skills institute to be held at Somerset Community College, Somerset, Kentucky, May 31 to June 25, 1971.

You have also been approved for the stipend of $75.00 per week.

We note that you have listed ____ dependents at $15.00 per week each.

As indicated on pages 2-3 in the brochure, you should arrange for your housing immediately. Special rates have been arranged at two of the motels in Somerset. The Planet Court Motel, Highway 90, Burnside, Kentucky, 42519, telephone 561-9486, and the Seven Gables Motel, Main Street, Burnside, Kentucky, 42519, telephone 561-4126, are offering special rates to participants. Anyone who lives close enough to commute daily to Somerset need not plan to stay in Somerset.

The Planet Court Motel has agreed to hold nine double rooms with an efficiency kitchen in each at $10 per day for each room.

The Seven Gables Motel has agreed to hold 12 rooms (four singles at $7 per day and eight doubles at $10 for two people, $12 for three, and $13 for four people). Also, there is one large corner room with three beds for $14 per day. Swimming pool and restaurant are available.

In the event you cannot arrange living accommodations, please call Mr. Kenneth Bean at Somerset Community College, whose phone number is 606/678-8174.

Please let us know immediately whether or not you can accept this appointment. We must have a "yes" or "no" response, which must be in writing, so we can make plans accordingly.

Since May 31 is a holiday (Memorial Day), we will meet at 9 a.m., Tuesday, June 1, in Meece Hall, Room 6, at Somerset Community College, which is south of the town of Somerset and a short distance east of Highway 27.

Cordially yours,

Earl F. Rankin

Earl F. Rankin, Director
Reading & Study Skills Institute
Home phone: 606/252-5473
Office phone: 606/257-2895

EFR/dr

THE COMMONWEALTH - JOURNAL
Somerset, Kentucky
June 1, 1971

Teacher's Institute Underway At SCC

Some 25 junior college educators from Kentucky and various Southern states are attending a four-week reading and study skills institute for junior college teachers. The session, conducted by the University of Kentucky College of Education, began Monday and continues through June 25.

The institute is being held at the UK Somerset Community College. It is being underwritten by a $30,000 grant from the U.S. Office of Education.

Directors of the institute are Dr. Collins Burnett, chairman of the Department of Higher and Adult Education, and Dr. Earl Rankin, professor of reading in the Department of Curriculum and Instruction, both in the UL College of Education.

The institute seeks to give participants organizational and technical "know-how" for setting up and operating a reading and study skills laboratory and to teach techniques for the diagnosis of reading and study skills problems.

An understanding of the historical background and the social-economic factors pertinent to junior colleges also will be an important part of the instruction, according to Dr. Burnett.

A special feature of the institute will be the use of the reading and study skills laboratory as a supervised practicum. Each participant will work with one or more college students in the laboratory.

The institute directors will be assisted by several out-of-state consultants who are specialists in reading and study skills and by subject matter specialists from UK.

They are Dr. Alton Raygor, University of Minnesota, Dr. Dale Brethower, University of Michigan, Mrs. Margaret Wares, Nashville (Tenn.) State Technical Institute, and Mrs. Betsy Overholser, Tarrant County Junior College, Fort Worth, Texas.

UK personnel are Dr. Kenneth Wright, Department of Music, Carlton Williams, Department of History, and Dr. Michael Adelstein, Department of English.

All the participants will make a field trip to Kentucky State College, Frankfort, on June 15.

During Institute At SCC

Students' Hostility Explained

By BILL MARDIS

Inability to cope with college requirements may be the reason for the hostile attitudes of many students today, according to Dr. Collins W. Burnett, assistant director of a teachers' institute now underway at Somerset Community College.

The four-week reading and study skills institute for junior college teachers is underwritten by a $30,000 grant from the U.S. Office of Education. Dr. Burnett, chairman of the Department of Higher and Adult Education, and Dr. Earl Rankin, professor of reading in the Department of Curriculum and Instruction, both in the UK College of Education, are directing the institute.

Because of open admission policies, many colleges are going to have to emphasize remediation, Dr. Burnett observed. Many high school graduates are entering college with reading ability at only the fifth or sixth grade levels, he noted.

Because of poor reading ability and study skills, Dr. Burnett theorized that many college students feel that the curriculum is irrelevant. They become discouraged; then hostile ... taking a "which building to burn ..." attitude, Dr. Burnett said.

"We think remediation is important to help students have a decent chance to succeed," Dr. Burnett observed.

The institute at SCC seeks to give participants organizational and technical 'know-how' for setting up and operating a reading and study skills laboratory and to teach techniques for the diagnosis of reading and study skills problems, he remarked.

Somerset Community College was chosen as a site for the teachers' institute because it contains a reading skills laboratory, Dr. Burnett said.

Participants in the reading and study skills institute are:

Ben H. Averitt, Lexington (Ky.) Technical Institute; Mrs. Shirley Barnes, Southeastern Christian College, Winchester; Miss Jewel Brown, Sue Bennett College, London, and Mrs. Marie J. Dillon, Utica Junior College, Utica, Miss.

Mrs. Helen Flatt, Lindsey Wilson College, Columbia; Mrs. Helen Gregory, Southwest Mississippi Junior College, Summitt, Miss.; Robert Hall, Alice Lloyd College, Pippa Passes, and Charles V. Hansel, Lees Junior College, Jackson.

James Hillman, Southeast Community College, Cumberland; Mrs. Lucille Hillman, Southeast Community College, Cumberland; Mrs. Mary Hollingsworth, Stillman College, Tuscaloosa, Ala., and Henry Hughes, Ashland Community College, Ashland.

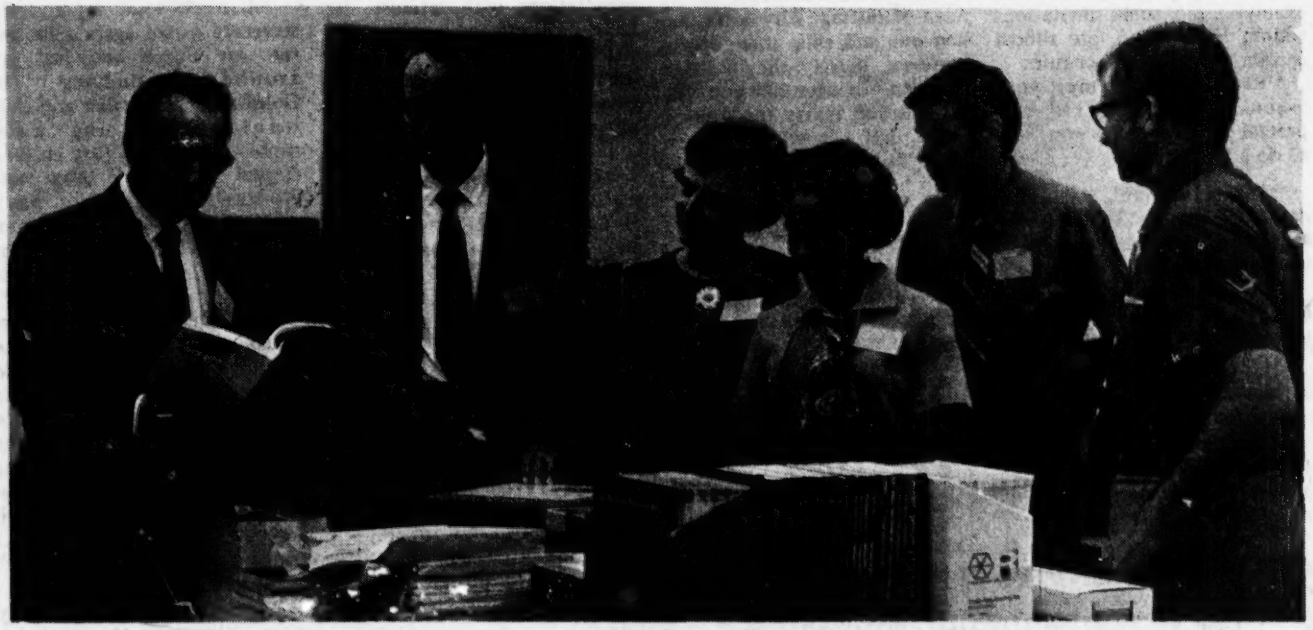
Mrs. Betty Z. Kalos, Prestonsburg Community College, Prestonsburg; Mrs. Joyce Kinnison, Lees Junior College, Jackson; Larry Lehman, Vincennes University, Vincennes, Ind., and Mrs. Joyce Marshall, Langlade County Teachers College, Wisconsin.

Miss Martha Newman, Henderson Community College, Henderson; Mrs. Jacqueline Trosper, Somerset Community College; Mrs. Edna VanBever, Somerset Area Vocational and Technical School, and Mrs. Edith Walker, Lindsey Wilson Junior College, Columbia.

Miss Dorothy Watson, Sue Bennett College, London; Sister Verona Weidig, St. Catherine College, St. Catherine; Mrs. Betty Williams, Ashland Community College, Ashland, and Miss Jeanne Wintringham, Sue Bennett College, London.

THE COMMONWEALTH - JOURNAL
Somerset, Kentucky
June 2, 1971

THE COMMONWEALTH -JOURNAL
Somerset, Kentucky
June 2, 1971



Looking over material in the reading skills laboratory at Somerset Community College are from left, Dr. Earl Rankin, professor of reading in the Department of Curriculum and Instruction, University of Kentucky; Dr. Collins W. Burnett, chairman of the Department of Higher and Adult Education, U of K; Mrs. J.D. Hillman, English Instructor at Southeast Community College; Mrs. Mary S. Hollingsworth, reading teacher at Stillman College, Tuscaloosa, Ala.; Larry J. Lehman, political science instructor at Vincennes University, Vincennes, Ind., and Kenneth Bean, coordinator of community services, Somerset Community College. Those shown above are part of a group participating in a reading and study skills institute now underway at Somerset Community College. (Cumberland Studio Photo)

Collins W. Burnett
Department of Higher &
Adult Education
University of Kentucky

PERSONAL DATA SHEET

COURSE:_____

DATE:_____

1. Mrs. / Miss / Mr. _____
   Last Name First Name Middle Name Lexington Phone

2. _____
   Street Address (Lexington) City State

3. _____
   Present position, e.g., Graduate Asst., Research Asst.,--name of area

4. ( ) Graduate School Major Area: Adviser:

   _____ _____
   Hours completed on Doctorate Name of University

   ( ) _____
   Name and location of undergraduate college if now starting Master's program

5. List courses in higher education you have completed. (Use title if away from University of Kentucky.)

6. List specific problems, projects, concerns you want discussed.

7. Research projects underway or contemplated.

8. Hobbies, special interests, recreation preferences.

9. Career plans.

1970

(Use reverse side if necessary)

READING AND STUDY SKILLS

MATERIALS, SOURCES, AND PRICES
June, 1971

Source	Materials	Unit	Price
Allyn & Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts	Focus in Reading by Krantz & Kimmelman	Each	$ 4.25
	Answer Booklets		Free
American institutes for Research 8555 16th Street Silver Springs, Maryland 20910	Carver, Darby, Chunked Reading Test: Specimen Set (includes the manual and a test answer sheet and scoring key for forms.		
	Form A	Set	4.00
	50 Answer Sheets, Form A	Set	2.50
	25 Booklets Form A	Set	10.00
Ann Arbor Publishers 611 Church Street Ann Arbor, Michigan 48104	Visual Tracking: reusable	Each	2.00
	Programmed Spelling	Each	2.00
	Chem-rite pens		Free
Appleton-Century-Crofts 440 Park Avenue South New York, New York 10016	Improving Reading Ability by Stroud et.al.	Each	3.75
	Programmed Vocabulary by James Brown	Each	3.95
	Toward Better Reading by Cosper & Griffin	Each	3.75
Barron's Educational Service, Inc. 113 Crossways Park Drive Woodbury, New York 11797	Barron's Vocabulary Builder by Bowsteiss	Each	1.50
Bureau of Publications 1234 Amsterdam Avenue Teachers College, Columbia Univ. New York, New York 10027	Phonics Knowledge Survey Package Item #5061 includes 25 response record sheets, 1 reusable content card and 1 manual	Pkg.	3.75
	Phonics Test for Teachers # 5067 includes 1 general description, 25 test booklets and 25 answer keys	Pkg.	5.75

CTB/McGraw-Hill, Inc. Del Monte Research Park Monterey, California 93940	California Reading Test--Advanced		
	Tests (any form) (35 per pkg)	Pkg	$ 5.50
	Scoreze Answer Sheets (25 per pkg)	Pkg	2.50
	California Test of Mental Maturity--Advanced		
	CTMM Level 5 Test Booklets (35)		8.80
	CTMM 5 Scores and Answer Sheets		
	#1230579 (Language) (50 per pkg)	Pkg	5.00
	#1230578 (Non-language) (50 per pkg)	Pkg	5.00
	Scoreze Answer Sheets (25 per pkg)	Pkg	2.50
Central School Supply Company Audio-Visual Electronics Division 315-317 West Main Street Louisville, Kentucky 40202	Skimming & Scanning Text #1-524 by Berg	Each	5.00
	Skimming & Scanning Workbook #1-525	Each	2.50
	EDL Word Clue Book		
	Grade 7 Level G #346007	Each	2.20
	8 H #346008	Each	2.20
	9 I #346009	Each	2.20
	10 J #346010	Each	2.20
	11 K #346011	Each	2.20
	12 L #346012	Each	2.20
	13 M #346013	Each	2.20
Chandler Publishing Company Scranton, Pennsylvania 18515	Learning Words in Context by Brown	Each	3.25
Cooperative Tests and Services Educational Testing Service Box 999 Princeton, New Jersey 08540	Cooperative English Test-Reading Comprehension		
	Test Booklets (College Level)	20	6.00
	Answer Sheets IBM 805	100	4.00
	Scoring Stencils for IBM 805	10	1.25
	Manuals	Each	2.00
Harcourt Brace Jovanovich, Inc. 7555 Caldwell Avenue Chicago, Illinois 60648	Learning to Learn by Donald E.P. Smith	Each	3.95
	Vocabulary 1000 by Cronin	Each	2.95
	Word Attack by Roberts	Each	1.80
	Spelling 1500/Program by Hook	Each	4.25
	Developing College Reading by Jacobus	Each	4.75
	Improving College Reading by Jacobus	Each	4.95

Houghton Mifflin Company 2 Park Street Boston, Massachusetts	The Improvement of College Reading by Glock	Each	4.95
	A College Developmental Reading Manual--Webster	Each	5.50
	Nelson-Denny Reading Tests (35 per package)	Pkg.	7.60
	Self Marking Answer Sheets (35 per package)	Pkg.	6.40
International Reading Association Six Tyre Avenue Newark Delaware 19711	Junior Community College Reading and Study Skills Bibliography	Each	.75
Jamestown Publishers Inc. P. O. Box 6743 Providence, Rhode Island 02904	Selections from the Black		
	The Olive Book	Each	3.75
	The Brown Book	Each	3.75
	The Purple Book	Each	3.75
	Instructor's Manual	Each	free
	The Now Student	Each	3.75
Learn Incorporated 21 East Euclid Avenue Haddonfield, New Jersey 08033	Student Pack: Rapid Comprehension Through Effective Reading	Each	10.80
	Teachers Guide	Each	free
J. B. Lippincott Company P. O. Box 7 Philadelphia, Pennsylvania 19105	Developmental Reading by Guiler, Raeth, May	Each	3.25
McGraw-Hill Book Company Manchester Road Manchester, Missouri 63011	Vocabulary Improvement by Davis	Each	3.95
	Reading Test		
	051416X Form A (Manual & 25 tests)	Set	.7.25
	051417 Form B (Manual & 25 tests)	Set	7.25
	051420 Scoreze Answer Sheets (25/pkg.)	Pkg.	3.00
	Writing Test		
	051443 Form A	Pkg.	6.00
	051444 Form B	Pkg.	6.00
	051447 Scoreze Answer Sheets	Pkg.	3.00

McGraw-Hill, cont'd.	Spelling Test		
	051434 Form A	Pkg.	4.90
	051435 Form B	Pkg.	4.90
	051438 Scoreze Answer Sheets	Pkg.	3.00
	Vocabulary Test		
	051425 Form A	Pkg.	4.90
	051426 Form B	Pkg.	4.90
	051429 Scoreze Answer Sheets	Pkg.	3.00
	Study Skills		
	051407 Form A	Pkg.	9.00
	051408 Form B	Pkg.	9.00
	051411 Scoreze Answer Sheets	Pkg.	3.00
	Mathematics		
	0514526 Form A	Pkg.	6.00
	0514534 Form B	Pkg.	6.00
	0514569 Scoreze Answer Sheets	Pkg.	3.00
	How To Take a Test by Pauk	Each	2.45
	Basic Skills System	Set	250.00
	Student Instruction Sheet (100/pkg.)	Pkg.	
The Odyssey Press 4300 West 62nd Street Indianapolis, Indiana 46268	Word Resources by Radke	Each	2.60
Oxford University Press 1600 Pollitt Drive Fair Lawn, New Jersey 07410	Developing Efficient Reading by Braam & Sheldon	Each	2.75
Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	Be A Better Reader by Smith		
	Book 1	Each	2.80
	Book 2	Each	2.80
	Book 3	Each	2.80
	Book 4	Each	2.92
	Book 5	Each	2.92
	Book 6	Each	3.08
	Power & Speed in Reading by Gilbert	Each	4.95
	Breaking the Reading Barrier by Gilbert	Each	4.95

The Psychological Corporation 304 East 45th Street New York, New York 10017	Davis Reading Test		
	7D027 Form 1A Test Booklets (25/pkg)	Pkg.	4.25
	7D211 IBM 805 Answer Sheets (50/pkg.)	Pkg.	2.50
	7D455 Form 1A, IBM 805, Scoring Keys	Set	.40
	7D405 Manuals	Each	.25
	Brown-Holtzman Study Skills Test		
	4G021 Form C Reusable Booklets (25/pkg.)	Pkg.	3.50
	4G045 Form H Reusable Booklets (25/pkg.)	Pkg.	3.50
	4G215 IBM 805 Answer Sheets (50/pkg.)	Pkg.	2.60
	4G409 IBM 805 Scoring Stencils	Set	1.00
	4G801 Specimen Set	Set	1.25
Psychological Test Specialists Box 1441 Missoula, Montana 49801	Tester's Set, includes manual, 3 plates, 100 record sheets	Set	8.00
	Manual	Each	2.50
	Record Sheets (100/pkg.)	Pkg.	5.00
G. P. Putnam Company 280 Madison Avenue New York, New York 10016	Advanced College Reader by Weeden	Each	2.95
	College Reader by Weeden	Each	2.95
Random House--Alfred A. Knopp 501 Madison Avenue New York, New York 10022	College Reading Skills by Austin et. al.	Each	4.25
Reader's Digest Services Educational Division Pleasantville, New York 10570	Advanced Reading Skill Builders Adult Level A	Each	.60
Science Research Association 259 East Eric Street Chicago, Illinois 60611	Better Reading Book by Simpson		
	1 (3-1351)	Each	3.15
	2 (3-1361)	Each	3.15
	3 (3-1371)	Each	3.15
	Manual (3-1367)	Each	.60
	Studying a Textbook by Christ	Each	1.23

Scott, Foresman, and Company 1900 East Lake Glenview, Illinois 60025	RSVP--A Dynamic Approach to Study by Staton	Each	1.75
Self-Instructional Reading Service P. O. Box 1291 Bloomington, Indiana 47401	Techniques of Memory Span by Nancy Davis		
	Cassettes M100C	Set	35.00
	Answer Book M100W	Each	.40
	Record Sheet M100R	Each	.02
	Teacher's Suggestions M100M	Each	.40
	Techniques of Reading by Nancy Davis		
	Set of Reels R100	Set	44.00
	Workbooks R100W	Each	.55
	Manual R100M	Each	3.00
	Techniques of Speed Reading by Nancy Davis		
	Set of Reels SR100	Set	40.00
	Practice Books SR100W	Each	2.00
	Techniques of Study by Nancy Davis		
	Reels S100	Set	44.00
	Workbooks S100W	Each	.55
	Manual S100M	Each	3.00
The Macmillan Company 866 Third Avenue New York, New York 10022	The Art of Efficient Reading by Spache & Berg	Each	3.95

CERTIFICATE STATEMENT

THIS STATEMENT CERTIFIES THAT _____ of _____ SUCCESSFULLY COMPLETED and MET ALL of the REQUIREMENTS of the READING and STUDY SKILLS INSTITUTE for JUNIOR COLLEGE TEACHERS WHICH WAS HELD at SOMERSET COMMUNITY COLLEGE, SOMERSET, KENTUCKY, from JUNE 1 to JUNE 25, 1971.

The INSTITUTE WAS SPONSORED by a GRANT from the U. S. OFFICE of EDUCATION, DEPARTMENT of HEALTH, EDUCATION, and WELFARE, UNDER TITLE V-E, EDUCATION PROFESSIONS DEVELOPMENT ACT, P. L. 90-35.

The COURSE of STUDY INCLUDED an ORIENTATION to the JUNIOR COLLEGE, an INTENSIVE DIAGNOSIS and EVALUATION in READING and STUDY SKILLS, a SEMINAR, and a SUPERVISED PRACTICUM with STUDENTS in the READING LABORATORY.

The INSTITUTE WAS PLANNED, ADMINISTERED and TAUGHT by DR. EARL RANKIN, PROFESSOR, DEPARTMENT of CURRICULUM and INSTRUCTION, and DR. COLLINS W. BURNETT, PROFESSOR of HIGHER and ADULT EDUCATION; BOTH are at the UNIVERSITY of KENTUCKY.

_____

Dr. Earl F. Rankin

_____

Dr. Collins W. Burnett

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0847

PROGRAM NO.

OFFICE OF EDUCATION USE
(1) ☐ DEVELOPING INSTITUTION
(2) ☐ PREDOMINANTLY BLACK

PARTICIPANT EVALUATION

Institutes, Short-term Training Programs and Special Projects
under Part E of the Education Professions Development Act
(P.L. 90-35) – 1970-71

INSTRUCTIONS: This form will be used by the Office of Education to evaluate the impact of the EPDA Part E Training Program in which you have participated. Please complete all items carefully. The completed form should be returned to the Director of your training program, he will forward it to the Office of Education.

SECTION A. PARTICIPANT INFORMATION

1. NAME *(Last, first, middle initial)*

2. NAME OF TRAINING PROGRAM

3. NAME OF INSTITUTION IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF TRAINING PROGRAM

4. IN THE SPACE BELOW, STATE BRIEFLY YOUR CAREER PLANS IN HIGHER EDUCATION. INDICATE ANY RECENT CHANGES IN THESE PLANS

5. INDICATE TYPE OF INSTITUTION, ORGANIZATION, OR AGENCY IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM *(Trustees, regents, or board members of educational institutions should indicate type of educational institution with which they will be associated)*

(1) ☐ 2-YEAR COLLEGE OR TECHNICAL INSTITUTE
(2) ☐ 4-YEAR UNDERGRADUATE COLLEGE
(3) ☐ UNDERGRADUATE AND GRADUATE INSTITUTION
(4) ☐ ELEMENTARY OR SECONDARY SCHOOL
(5) ☐ OTHER EDUCATIONAL AGENCY OR ASSOCIATION
(Specify) _____
(6) ☐ OTHER *(Specify)* _____

6. THE TYPE OF CONTROL OF THE INSTITUTION, ORGANIZATION, OR AGENCY IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM IS:

(1) ☐ PUBLIC (2) ☐ PRIVATE

7. INDICATE TYPE OF POSITION YOU EXPECT TO HOLD AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM *(Check only your major occupation. Trustees, regents, or board members of educational institutions should indicate major position in the educational institution)*

(1) ☐ TEACHER
(2) ☐ ADMINISTRATOR
(3) ☐ STUDENT PERSONNEL SERVICES OFFICER
(4) ☐ OTHER EDUCATIONAL SPECIALIST *(e.g., media specialist librarian, etc., specify)*
_____
(5) ☐ GRADUATE STUDENT
(6) ☐ OTHER *(Specify)* _____

8. INDICATE THE AREAS OF SPECIALIZATION IN WHICH YOU WILL BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM *(Check all that apply. Place a circle around the number which corresponds to your major area)*

(1) ☐ ADMISSIONS AND/OR REGISTRAR
(2) ☐ ADMINISTRATION -- GENERAL
(3) ☐ ADULT EDUCATION
(4) ☐ BUSINESS EDUCATION
(5) ☐ COLLEGE FINANCIAL MANAGEMENT
(6) ☐ DEVELOPMENT AND/OR FUND RAISING
(7) ☐ EDUCATIONAL MEDIA
(8) ☐ ENGINEERING
(9) ☐ HUMANITIES
(10) ☐ LIBRARY WORK
(11) ☐ NATURAL SCIENCES OR MATHEMATICS
(12) ☐ PROFESSIONAL EDUCATION *(Law, Medicine, etc.)*
(13) ☐ PROGRAMS FOR EDUCATIONALLY DISADVANTAGED STUDENTS
(14) ☐ SOCIAL SCIENCES
(15) ☐ STUDENT FINANCIAL AID
(16) ☐ STUDENT PERSONNEL SERVICES
(17) ☐ TRAINING OF ELEMENTARY OR SECONDARY SCHOOL TEACHERS
(18) ☐ VOCATIONAL EDUCATION
(19) ☐ OTHER *(Specify)* _____

9A. DO YOU PLAN TO WORK FOR A DEGREE?

(1) ☐ YES (2) ☐ NO

9B. IF "YES," WHICH OF THE FOLLOWING DEGREES WILL YOU WORK FOR?

(1) ☐ BACHELOR'S
(2) ☐ MASTER'S
(3) ☐ DEGREE BEYOND THE MASTER'S BUT LESS THAN THE DOCTORATE
(4) ☐ DOCTORATE
(5) ☐ OTHER *(Specify)* _____

10A. DO YOU PLAN TO UNDERTAKE GRADUATE STUDY IMMEDIATELY AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM?

(1) ☐ YES (2) ☐ NO

10B. IF "YES," WILL YOUR GRADUATE STUDY BE

(1) ☐ FULL TIME (2) ☐ PART TIME

SECTION B. EVALUATION OF TRAINING PROGRAM

11. RATE THE OVERALL QUALITY OF THE TRAINING PROGRAM:

(1) ☐ AN OUTSTANDING PROGRAM
(2) ☐ VERY GOOD
(3) ☐ GOOD
(4) ☐ ADEQUATE
(5) ☐ POOR

12. HOW USEFUL WILL THE TRAINING RECEIVED IN THIS PROGRAM BE TO YOU IN YOUR PROFESSIONAL WORK?

(1) ☐ VERY USEFUL
(2) ☐ FAIRLY USEFUL
(3) ☐ NOT AT ALL USEFUL
(4) ☐ DON'T KNOW

13. INDICATE WHICH AREA OF FOCUS IN THE TRAINING PROGRAM WAS OF PRIMARY VALUE TO YOU IN YOUR PROFESSIONAL DEVELOPMENT BY RANKING THE FOLLOWING *(Place a "1" by the area of focus which was of most value to you; place a "2" by the second most valuable area, etc.; place NA by any area which is not applicable)*

(A) ____ CONTENT *(Updating in field of specialization or discipline)*
(B) ____ ATTITUDE CHANGE *(Social sensitivity, philosophy, etc.)*
(C) ____ METHODOLOGY *(Including skills development)*
(D) ____ COMMUNICATION *(Understanding and communicating more effectively with others)*

14. THE LEVEL OF THE TRAINING PROGRAM IN TERMS OF BACKGROUND EXPERIENCE AND COMPETENCE

(1) ☐ WAS OVER MY HEAD
(2) ☐ INTEGRATED WITH MY PREVIOUS BACKGROUND AND EXPERIENCE
(3) ☐ COVERED INFORMATION WITH WHICH I WAS ALREADY FAMILIAR

15. RATE THE FOLLOWING CHARACTERISTICS OF THE TRAINING PROGRAM BY USING THE FOLLOWING RATING SCALE:

1 -- Outstanding
2 -- Very good
3 -- Good
4 -- Adequate
5 -- Poor

(Place the number which best fits your response by each characteristic. Place NA by any characteristic which is not applicable)

(A) ____ QUALITY OF CURRICULUM
(B) ____ QUALITY OF INTERNSHIP EXPERIENCE, PRACTICUM, OR FIELD WORK *(If applicable)*
(C) ____ ADMINISTRATIVE ARRANGEMENTS – QUALITY OF LEARNING ATMOSPHERE CREATED
(D) ____ ADMINISTRATIVE ARRANGEMENTS – EFFECTIVENESS OF TIME SCHEDULE OF ACTIVITIES
(E) ____ QUALITY OF FULL-TIME TEACHING STAFF
(F) ____ QUALITY OF PART-TIME TEACHING STAFF
(G) ____ QUALITY OF CONSULTANTS
(H) ____ USEFULNESS OF LABORATORY SESSIONS *(If applicable)*
(I) ____ QUALITY OF INSTRUCTIONAL FACILITIES
(J) ____ LIVING-DINING FACILITIES
(K) ____ RAPPORT AMONG PARTICIPANTS
(L) ____ ADMINISTRATION-FACULTY-PARTICIPANT RAPPORT
(M) ____ CRITERIA FOR SELECTION OF PARTICIPANTS
(N) ____ PROVISION FOR FOLLOW-UP ON PARTICIPANTS AFTER COMPLETION OF TRAINING PROGRAM
(O) ____ OTHER *(Specify)* _____

16. THE LENGTH OF THE PROGRAM WAS

(1) ☐ TOO LONG
(2) ☐ TOO SHORT
(3) ☐ ABOUT THE RIGHT LENGTH

17. IDENTIFY SPECIFIC CHANGES YOU WOULD LIKE TO SEE IF THE PROGRAM WERE TO CONTINUE

18. DISCUSS YOUR PERCEPTIONS OF THE MAJOR STRENGTHS AND WEAKNESSES OF THE TRAINING PROGRAM

STRENGTHS	WEAKNESSES

19. IF THIS PROGRAM ENHANCED YOUR CAREER DEVELOPMENT SUFFICIENTLY TO JUSTIFY THE TIME THAT YOU DEVOTED TO IT, EXPLAIN HOW